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GENERAL NOTICE

NOTICE 597 OF 2014

QCTO
Quality Council for Trades & Occupations

NATIONAL QUALIFICATIONS ACT, 2008 (ACT NO. 67 OF 2008)

OCCUPATIONAL QUALIFICATIONS SUB-FRAMEWORK (OQSF) POLICY

I, Peliwe Lolwana, Chairperson of the Quality Council for Trades and Occupations, having considered the policy on the determination of the Sub-framework that Comprise the National Qualification Framework, published in terms of section 8(2)(b) of the National Qualifications Framework Act 67 of 2008 in Government Notice No. 1040, Government Gazette No. 36006 of 14 December 2012 as amended by Notice No. 891, Government Gazette No. 36803 of 30 August 2013, hereby determine the policy on Occupational Qualifications Sub-framework [OQSF].

This policy is determined in terms of section 27(k)(iv) of the National Qualifications Framework Act,2008.

Peliwe Lolwana

Chairperson of the Quality Council for Trades and Occupations

Date: 18 / 07 / 2014

Acronyms

AQP	Assessment Quality Partner
CAT	Credit Accumulation and Transfer
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
DQP	Development Quality Partner
FLC	Foundational Learning Competence
GFETQSF	General and Further Education and Training Qualifications Sub-Framework
NLRD	National Learners' Records Database
HEQSF	Higher Education Qualifications Sub-Framework
NAMB	National Artisan Moderation Body
NQF	National Qualifications Framework
OFO	Organising Framework for Occupations
OQSF	Occupational Qualifications Sub-Framework
QC	Quality Council
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority

Glossary of Terms

Assessment Quality Partner (AQP)	Means a body delegated by the QCTO to develop assessment instruments and manage external integrated summative assessment of specific occupational qualifications.
Articulation	Means the relationships and linkages between components of the NQF which signal the capacity of one qualification to give access or partial access to another cognate qualification, or to allow for learning achievements in one context to be recognised in a different context.
Credit Accumulation and Transfer (CAT)	Means an arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace.
Credit	Means a measure of volume of learning required for a qualification, quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification. One (1) credit is equated to ten (10) notional hours of learning.
Credit transfer	Means the vertical, horizontal or diagonal relation of credits towards a qualification registered on the same or different levels of the NQF.
Development Quality Partner (DQP)	Means a body delegated by the QCTO to manage the process of developing specific occupational qualifications, curricula and assessment specifications.
External integrated summative assessment	Means an assessment managed by a body appointed by the QCTO, using nationally developed assessment instruments at end of sections of learning or the end of the whole learning process to facilitate demonstration of both theory and practical competence in achieving the outcomes of the occupational qualification or part qualification.
Foundational competence	The intellectual/academic skills of knowledge together with analysis, synthesis and evaluation, which includes information processing and problem solving.

Foundational Learning Competence (FLC)	Means a minimum level of competence in the context of occupational qualifications, in Communication and Mathematical Literacy as needed for successful progression in occupational training at NQF Level 3 and NQF Level 4.
General and Further Education and Training Qualifications Sub-Framework (GFETQSF)	Means the sub-framework of the NQF for General and Further Education and Training that is developed and managed by Umalusi.
Higher Education Qualifications Sub-Framework (HEQSF)	Means the sub-framework of the NQF for Higher Education and Training that is developed and managed by the CHE.
NQF Level	Means one of the series of levels of learning achievement arranged in ascending order from one to ten according to which the NQF is organised, and to which qualification types are pegged.
Lifelong learning	Means learning that takes place in all contexts in life from a life-wide, life-deep and lifelong perspective. It includes learning behaviours and obtaining knowledge; understanding; attitudes; values and competences for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability.
National Artisan Moderation Body (NAMB)	Means in terms of this sub-framework, the body appointed by QCTO as an AQP for all listed trades.
National Learners' Records Database (NLRD)	Means the electronic management information system of the NQF, which contains records of qualifications, learner achievements, recognised professional bodies, professional designations and all related information such as registration and accreditations.
National Qualifications Framework (NQF)	Means the comprehensive system approved by the Minister of Higher Education and Training for the classification, co-ordination, registration and publication of articulated and quality-assured national qualifications. The South African NQF is a singled integrated system comprising three

	coordinated qualifications sub-frameworks for: General and Further Education and Training; Higher Education; and Trades and Occupations.
Notional hours	Means the agreed estimate of the learning time that it would take an average learner to meet the outcomes defined; this includes consideration of contact time, research, completion of assignments, time spent in structured learning in the workplace, individual learning and assessment. Ten (10) notional hours equate to one (1) credit.
Occupational specialisation	Means a skills set related to an occupation and which may be more or less complex than that of the occupation to which it is linked.
Organising Framework for Occupations (OFO)	Means a coded classification system to encompass all occupations in South Africa, used as QCTO limit overlap in occupational qualifications development
Occupational qualification document	Means the QCTO methodology document that defines the learning required to be competent to practise an occupation or occupational specialisation.
Part qualification	Means an assessed unit of learning with a clearly defined purpose, that is, or will be, registered as part of a qualification on the NQF
Quality Council (QC)	Means one of the three Quality Councils established to develop and manage each of the sub-frameworks of the NQF: CHE for the HEQSF; Umalusi for the GFETQSF; QCTO for the OQSF.
Quality Council for Trades and Occupations (QCTO)	Means the Quality Council for Trades and Occupations established in terms of the Skills Development Act 97 of 1998.
Recognition of Prior Learning (RPL)	Means the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.
Sector Education and Training Authority (SETA)	Means a body established in terms of the Skills Development Act to develop and implement sector skills plans and promote learning programmes, including workplace leaning. The QCTO has delegated quality assurance

	powers to the SETAs.
South African Qualifications Authority (SAQA)	Means the statutory authority established in terms of the SAQA Act 58 of 1995) and continuing in terms of the NQF Act 67 of 2008, which oversees the implementation and further development of the NQF, the achievement of the objectives of the NQF, and the co-ordination of the three sub-frameworks
Sub-framework of the NQF	Means one of three coordinated qualification sub-frameworks which make up the NQF as a single integrated system: the Higher Education Qualifications Sub-Framework, the General and Further Education and Training Sub-Framework and the Occupational Qualifications Sub-Framework.
Trade	Means in terms of this sub-framework, an occupation listed as a trade by NAMB, for which an artisan qualification and relevant trade test is required. And is
Workplace-based learning	Means the exposure and interactions required to practice the integration of knowledge, skills and attitudes required in the workplace.

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APPENDIX 1 TO THE OQSF POLICY DOCUMENT

I. THE OCCUPATIONAL QUALIFICATIONS SUB-FRAMEWORK IN CONTEXT

A single qualifications framework for a diverse system

1. The Occupational Qualification Sub-framework (OQSF) is one of three sub-frameworks that comprise the National Qualifications Framework (NQF). The NQF is a comprehensive system approved by the Minister of Higher Education and Training for the purpose of classifying, registering and publishing quality assured national qualifications, where articulation between and within the sub-frameworks is a noted characteristic.

2. The three sub-frameworks are overseen by the following Quality Councils:

Sub-framework	Quality Council Responsible
General and Further Education and Training Sub-Framework (GFETQSF)	Umalusi
Higher Education Qualifications Sub-Framework (HEQSF)	CHE
Occupational Qualifications Sub-Framework (OQSF)	QCTO

3. With respect to the Quality Councils, SAQA's role entails but is not limited to:

   3.1 Developing a system of collaboration to guide the mutual relations of SAQA and the QCs;

   3.2 Developing the content of level descriptors for each level of the NQF (a level descriptor provides a broad indication of learning achievements or outcomes that are appropriate to a qualification at the relevant NQF level);

   3.3 Registering a qualification recommended by a QC if it meets the relevant criteria; and

3.4   Developing policy and criteria for assessment, recognition of prior learning (RPL) and credit accumulation and transfer (CAT).

4.   Each of the three sub-frameworks is managed by a Quality Council (QC) with the following general responsibilities:

4.1   Development of qualifications and part qualifications.

4.2   Quality assurance of those qualifications.

4.3   Development and implementation of the following policies for their specific sectors:

i   Recognition of Prior Learning

ii   Credit Accumulation and Transfer

iii   Assessment.

4.4   Recommendation of qualifications to SAQA for registration on the NQF.

The legislative context of the QCTO

5.   The QCTO is mandated in terms of the Skills Development Act 97 of 1998 as amended in 2008.

6.   This policy framework need to be read in conjunction with the following legislation:

6.1   SA Constitution

6.2   National Qualifications Framework Act, 2008

6.3   Skills Development Act, 1998, as amended

6.4   Skills Development Levies Act, 1999, as amended

6.5   General and Further Education and Training Quality Assurance Act, 2001, as amended

6.6   Adult Education and Training Act, 2000, as amended

6.7   Further Education and Training Colleges Act, 2006, as amended

6.8   Higher Education Act, 1997, as amended

Purpose of the OQSF

7.　In accordance with the Bill of Rights, every citizens has the right to choose their trade, occupation or profession freely. To enable the reliasation of this right the OQSF must make available qualifications that would give people access to such occupations, trades or professions.

8.　The OQSF is designed to:

    8.1　Facilitate the learning of post school learners to contribute to the social, cultural and economic development of South Africa.

    8.2　Provide occupational and part qualifications that can be credibly benchmarked against similar international occupational qualification.

    8.3　Be simple, easy to understand and user-friendly.

    8.4　Facilitate as far as possible the articulation between occupational and part qualifications within the framework, and across the NQF to qualifications developed and managed by other Quality Councils.

9.　The awarding of an occupational or part qualification indicates that a learner has successfully completed a coherent and purposeful programme at a particular level on the NQF, and that the learner has been externally assessed as occupationally competent.

10.　Standards are developed to design, the implementation and quality assurance of learning programmes that lead to occupational and part qualifications.

The sub-framework and the NQF

11.　The OQSF is an integral part of the NQF. The terms used in this sub-framework are therefore consistent with NQF practice.

12.　An occupational certificate is the formal recognition and certification of learning achievement awarded by the QCTO.

13. The purpose of the OQSF is to define the relationships between different occupational or part qualification in terms of articulation and career progression.

14. OQSF provides for Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) within and between occupational and part qualifications . The RPL and CAT policy provided by the OQSF is subject to the policy made by SAQA in terms of Section 13 of the NQF Act,2008.

Functions and responsibilities

15. The QCTO as one of the three Quality Councils performs its functions in accordance with section 27 of the NQF Act, 2008.

16. The functions of the QCTO in terms of the SDA are as follows:

16.1 The QCTO must advise the Minister on all matters of policy concerning occupational standards and qualifications.

16.2 The QCTO must perform its functions in terms of this Act and the National Qualifications Framework Act, 2008.

16.3 Subject to any policy issued by the Minister in terms of section 26F, the QCTO is responsible for:

16.3.1 establishing and maintaining occupational standards and qualifications;

16.3.2 the quality assurance of occupational standards and qualifications and learning in and for the workplace;

16.3.3 designing and developing occupational standards and qualifications and submitting them to the South African Qualifications Authority for registration on the National Qualifications Framework;

16.3.4 ensuring the quality of occupational standards and qualifications and learning in and for the workplace;

16.3.5   promoting the objectives of the National Qualifications Framework;

16.3.6   liaising with the National Skills Authority on the suitability and adequacy of occupational standards and qualifications and on the quality of learning in and for the workplace;

16.3.7   liaising with the South African Qualifications Authority, other Quality Councils and professional bodies responsible for establishing standards and qualifications or the quality assurance of standards and qualifications; and

16.3.8   performing any other prescribed function.

16.4   In terms of section 26I, the QCTO may, in writing and subject to such conditions as it may determine, delegate any of its functions to:

16.4.1   the executive officer of the QCTO;

16.4.2   a committee of the QCTO;

16.4.3   the national artisan moderation body established in terms of section 26A;

16.4.4   a SETA; or

16.4.5   any other suitable body.

16.5   The delegation of functions are also in terms of section 32 of the NQF Act,2008.

Qualification standards

17.   The development of standards contributes to the successful implementation of the OQSF.

18.   Maintaining qualification standards includes the development of standards for:

18.1   The development of Occupational and part qualifications.

18.2   The content of occupational and part qualifications.

18.3   The provisioning of occupational and part qualifications.

18.4   The assessment and certification of occupational and part qualifications.

19.   The development standards for occupational and part qualifications are informed by standardised criteria and guidelines, processes and procedures.

20. The occupational or part qualification content standard is determined by the design specifications for the development of the curriculum and assessment specifications, supported by tools, formats and templates.

21. The occupational or part qualification provisioning standard is maintained and quality assured through processes developed to measure, evaluate, monitor and report against delivery of the occupational or part qualification. This happens during the implementation of the curriculum and its formative assessment by the accredited skills development provider.

22. Assessment and Certification is the ultimate award for the completion of the qualification. The value of the certificate depends on maintaining high ethical standards in the external integrated summative assessment by means of standardised national assessment tools and instruments.

Qualifications, volumes of learning and achievement of credits

23. Occupational and part qualifications are designed to include knowledge modules, practical skills modules and work experience modules which constitute the volume of learning required to achieve the qualification. The OQSF recognises credits as a measure of the volume of learning required for an occupational or part qualification.

24. The duration of study is specified in the curriculum document per module and the occupational or part qualification document reflects the credit value allocated to each module. The allocation of credits follows the SAQA rule of ten (10) notional hours as equivalent to one (1) credit.

25. Credits per module will be awarded after successful completion of the related external integrated summative assessment.

Accumulation of credits towards qualifications

26. Credit accumulation and transfer (CAT) is recognised and contributes to further learning even if the learner does not achieve an occupational or part qualification.

27. Any or all credits for completed curriculum modules may be recognised for CAT purposes.

28. Learner mobility (between similar qualifications and also between different providers) is facilitated by the structure of the occupational curriculum to promote CAT principles.

Work-based learning

29. In terms of the SDA an Occupational or part qualification means a qualification associated with a trade, occupation or profession resulting from work-based learning.

30. Work-based learning is the exposure and interactions required to practice the integration of knowledge, skills and attitudes required in the workplace.

II. THE CHARACTER OF OQSF

Characteristics

31.   The OQSF is designed to:

31.1   Facilitate the training of post school learners who will contribute to the social, cultural and economic development of South Africa and participate successfully in the global economy and skilled society.

31.2   Be compatible with international occupational and part qualifications frameworks in order to ensure international recognition and comparability of standards.

31.3   Be suitably flexible to accommodate the development of new trade and occupational or part qualification types and specialisations as the need arises.

31.4   Be simple, easy to understand and user-friendly for the occupational training system and its clients.

31.5   Facilitate occupational or part qualification articulation across the occupational training system and assist learners to identify potential progression routes, particularly in the context of lifelong learning.

31.6   Facilitate vertical, horizontal and diagonal progression within the sub-framework, and across the NQF through articulation with the other sub-frameworks.

Scope and application

32.   The OQSF applies to all qualifications that purport to be occupational and part qualifications.

33.   The OQSF regulates and specifies all occupational types in the occupational training system. This includes occupational and part qualifications based on the QCTO model, their designators and qualifiers, their design features, and the manner in which occupational and part qualifications relate to one another.

Number of levels and level descriptors

34. The NQF has ten levels. Occupational and part qualifications occupy eight levels, namely levels 1-8 of the NQF.

35. Each NQF level has descriptors as determined by SAQA. Level descriptors are statements describing learning achievement at a particular level of the NQF that provides a broad indication of the types of learning outcomes and assessment criteria that are appropriate to a qualification at that level.

Qualification types

36. In terms of Section 27 of the NQF Act and based on relevant SAQA policy and criteria, the QCTO is responsible for the development of "a distinct nomenclature for its qualification types which is appropriate to the relevant sub-framework and consistent with international practice".

37. The Ministerial Determination allows for only one qualification type on the OQSF, and this is the Occupational Certificate.[1]

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[1] In terms of Sect 26 D (4) of the SDA the QCTO is also required to issue Trade Certificates for occupations listed as trades; It is also suggested that Occupational Certificates should be restricted for occupational qualifications of 120 credits or more and that Occupational Awards be issued for occupational qualifications between 25 and 119 credits.

Qualification descriptors

38. The qualification descriptor reflects the exact occupational title as per the OFO. The diagramme below shows the type of certificates the QCTO will issue and the NQF level the certificate is allocated to.

NSDS	NQF Level	Skill Level	OFO Major Groups			
HIGH	10 ↑ 7	4	**2** Professionals			**1** Managers
INTERMEDIATE	6	3	**3** Technicians and Associate Professionals			
INTERMEDIATE	5		**4** Clerical Support Workers	**5** Service and Sales Workers	**6** Skilled Agricultural, Forestry, Fishery, Craft & Related Trades Workers	**7** Plant and Machine Operators and Assemblers
	4	2				
	3					
ENTRY	2	1	**8** Elementary Occupations			
	1					

Additional qualifications forming part of the OQF

39. The OQSF accommodates the qualifications set out in the Nated Report 191 Part 2 (N4-N6 and N Diploma) and the Foundational Learning Competence.

Naming of qualifications

40. Naming conventions of occupational and part qualifications are structured as follows:

    40.1   First the Type: i.e. Occupational Certificate.

    40.2   Second the qualification descriptor: i.e. Exact occupational title as per the OFO.

    40.3   Third the designator (if applicable): i.e. occupational specialisation.

    40.4   Fourthly, the qualifiyier (if applicable): i.e. the context.

    40.5   Fifthly, the NQF Level on which the Occupational or part qualification is registered as the descriptor does not reflect the level of complexity of the qualification.

        e.g. Occupational Certificate: Chemistry Technician (Chemistry Laboratory Analyst: Mining) NQF Level 5.

Admission to occupational learning

41. All occupational and part qualifications on the OQSF specify minimum admission requirements.

Articulation with other sub-frameworks

42. Qualifications obtained on the Occupational Qualifications Sub-Framework should be specified in the admission requirements of particular occupational and part qualifications .

43. An agreement between the higher education institutions and QCTO should be reached on the QCTO qualifications for admission to higher education.

44. The OQSF facilitates articulation between workplace-based learning and further and higher education, as well as articulation within occupational learning itself.

45. All occupational and part qualifications and associated curricula reflect vertical and horizontal articulation and career progression opportunities.

Qualifications and statements of results

46. All Occupational and part qualifications are awarded by the QCTO to mark the achievement of defined outcomes of an external integrated summative assessment.

47. A statement of results is a document issued by an accredited skills development provider for theoretical and practical skills modules completed and successfully assessed. If a learner leaves a skills development provider before completing all modules, a statement of results will assist in re-admission at a later stage.

48. A statement of results is based on the learner's record at the skills development provider. It would generally include the following information:

   48.1 The name of the skills development provider issuing the statement of results.

   48.2 The accreditation number of the skills development provider.

   48.3 The full title of the occupational or part qualification and SAQA ID number as registered on the NQF.

   48.4 The name and personal details of the learner.

   48.5 The name, number, NQF level, credit value of each module completed by the learner.

   48.6 The official stamp (or other designation) of the skills development provider.

Recognition of prior learning

49. With due regard to the policies, requirements and guidelines of the QCTO, skills development providers may recognise other forms of prior learning as equivalent to the prescribed minimum admission requirements, and may recognise other forms of prior learning for entry to a programme or for granting advanced standing in given components. In all cases the skills development provider must be satisfied that the applicant has the necessary competence.

50. In the interests of transparency, each skills development provider must clearly stipulate the requirements for admission, and make these requirements publicly accessible.

Certification

51. The QCTO will issue certificates for all occupational and part qualifications, after a learner has complied with all required standards.

III. IMPLEMENTATION DATE AND TRANSITIONAL ARRANGEMENTS

The implementation date

52. The implementation of the OQSF will be determined by the Minister of Higher Education and Training. The Minister of Higher Education and Training, in consultation with the QCTO, shall state the date by which all existing qualifications not aligned with the OQSF will cease being offered to new learners by notice in the Government Gazette.

53. Transitional arrangements for all pre-existing occupational related qualifications have been introduced as follows:

    53.1   Unit standards-based qualifications remain valid until they are replaced or reach the end of their registration period.

    53.2   N4, N5 and N6 part qualifications remain valid, but are currently undergoing revision to ensure they align with the design of an occupational or part qualification (that is, they contain the three required components of knowledge, practical skills and work experience) that leads to an N Diploma.

Qualifications and curriculum

54. A new qualification or curriculum is one which has not existed before, or one which has been significantly changed in relation to its purpose, outcomes, area of study, mode or site of delivery.

55. The qualification design process is the basis for the quality assurance of occupational and part qualifications. It is expert-driven and is based on the desired occupational profile.

56. The development of curricula will be integral to the occupational design process. The curriculum must cover three components:

    56.1   Theory/knowledge;

    56.2   Practical skills; and

    56.3   Work experience.

57. The curriculum will include guidelines for teaching and learning provision.

58. The curriculum will include guidelines for the assessment of each curriculum component.

59. The curriculum will specify the requirements for accreditation of skills development providers and approval of workplaces.

60. All occupational and part qualifications and curricula must comply with this policy by a date to be determined by the Minister of Higher Education and Training by notice in the Government Gazette.

Minimum admission requirements for external integrated summative assessment

61. The Foundational Learning Competence (FLC) part qualification replaces the compulsory Fundamental unit standards in Communication and Mathematical Literacy that were previously required by SAQA at NQF Levels 1-4. The achievement of FLC is compulsory for the award of occupational and part qualifications at NQF Levels 3-4. This means that learners must produce evidence of the achievement of FLC in order to qualify for the external integrated summative assessment for Occupational Certificates at NQF Levels 3 and 4.

62. All occupational and part qualifications specify the minimum admission requirements for entry into the external integrated summative assessment.

Management of Information System

63. The QCTO collaborates with SAQA in maintaining the National Learners' Records Database (NLRD) comprising of qualifications, part qualifications, learner uptake and achievement, and any other associated information.

Quality assurance

64. The OQSF formally demarcates the QCTO's responsibilities, in terms of which the QCTO develops policies that express the standards used to quality assure the qualifications of the sub-framework, their provision and assessment.

65. In terms of the Skills Development Act, the QCTO is responsible for quality assurance of standards and qualifications. This includes the eternal integrated summative assessment of all occupational and part qualifications.

66. The external integrated summative assessment in respect of those occupational and part qualifications related to the gazetted trades is a trade test conducted at a trade test centre accredited by the QCTO.

67. The assessed curriculum associated with each qualification is subject to a coherent set of quality assurance practices and processes. The QCTO must be able to assure that the qualification has been credibly assessed and achieved through the external integrated summative assessment.

68. The QCTO only approves the release of results if it has satisfied itself that the assessment body concerned has complied with all the quality assurance requirements prescribed by the QCTO for the conduct of assessment.

Categories of certification

69. The QCTO will issue the following categories of certificates:

    69.1   Trade Certificates for (i) existing trades without associated occupational and part qualifications; and (ii) listed trades with associated occupational and part qualifications.

    69.2   Occupational Certificates for occupational and part qualifications with the minimum specified credits.

    69.3   Occupational part qualifications for occupational and part qualifications that may form part of an occupational or part qualification, and/or are registered as such on the NQF. Currently this refers only to the NATED part qualifications and the FLC as exceptions within the OQSF.

APPENDIX 1 TO THE OQSF POLICY DOCUMENT

Exceptions to the Qualification Types

1. Foundational Learning Competence (FLC) as part qualification

Qualification descriptor

NQF exit level: 2

Minimum total credits: 40 (20 for Foundational Learning Competence in Communications and 20 for Foundational Learning Competence in Mathematical Literacy)

Purpose and characteristics

The FLC is a part-qualification consisting of two learning areas: Communications and Mathematical Literacy. It describes (i) the minimum competence needed in these two key areas for people to function optimally in the world of work and (ii) the minimum competence required of learners to deal successfully with occupational learning at NQF Levels 2-4.

The FLC is required for the award of all new qualifications developed under the auspices of the QCTO at NQF Levels 3 and 4. This does not mean that developers of qualifications at NQF Level 2 cannot include Foundational Learning as a requirement.

2. National N Certificates (N4-N6) and National N Diploma

NATED/ Report 191 programmes are delivered under the auspices of the Department of Higher Education and Training. The programmes generally consist of 18 months of theoretical studies at colleges and 18 months relevant practical application in workplaces. N courses and Diplomas include Engineering Studies, Business Studies and Utility Studies. The N qualifications are registered on the NQF.

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